

Arts Integrated Lesson Seed



ART FORM:
Dance



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
The three questions

Grade:
5

Contributor, School:
Beverly Anderson, Thomas Pullen Middle School

Time Frame:
One 40-minute session

State Curriculum Content Standards, Indicators, Objectives

Dance Content Standard

1.0 Perceiving and Responding: Aesthetic Education:
Students will demonstrate the ability to perceive, perform, and respond to dance.

Reading/English Language Arts Content Standard

3.0 Comprehension of Literary Text
Students will read, comprehend, interpret, analyze, and evaluate literary text.

Dance Content Indicator

1.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.

Reading/English Language Arts Content Indicator

3.3 Analyze elements of narrative texts to facilitate understanding and interpretation.

Dance Content Objective(s)

1.1.b Demonstrate accurately movement sequences that use the elements of dance to interpret literal ideas.

Reading/English Language Arts Content Objective

3.3.d Analyze characterization.

Objective(s) (Connecting the content areas)

Students will analyze the characters in *The Three Questions* by Leo Tolstoy and create a movement sequence that portrays one of the four main characters. Students will use the elements of dance to interpret their individual characters.

Description of Lesson/Activities

Prior to reading the story, lead the students in a discussion about the purpose of analyzing the main characters. Students read the story and identify the four main characters. Students are divided into four groups and are assigned one of the four characters. Each group makes a list of adjectives, adverbs, and verbs that relate to the character and then circles four words that best describe the character. The group creates four movements that represent these words. Review the specific areas for each of the elements of dance through a variety of movement activities, referring to visuals. All of these elements can be displayed in the classroom. Groups revise their movement sequences using the elements of dance and perform the sequences for the class.

Assessment Strategies

- In a Brief Constructed Response (BCR), students explain the characteristics of an assigned character and describe the character's role in the story.
- The movement phases will be assessed on the accuracy of the movements in the sequence and the effectiveness of the selected dance elements in interpreting the character.

